DOCUMENT RESUME

ED 141 361 SP 011 256

AUTHOR Jordan, Mary
TITLE Desirable Teaching Behaviors--Tasks and Task Planning.
PUB DATE 77
NOTE 24p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Affective Behavior; *Home Instruction; *Learning Processes; Parent Child Relationship; *Parent Education; *Parent School Relationship; Positive Reinforcement; Stimulus Behavior; *Teaching Techniques
IDENTIFIERS Florida; *Project Follow Through

ABSTRACT

This handbook is written for parents who want to reinforce a child's classroom learning by continuing the teaching process at home. Ten desirable teaching behaviors are described. Parents are encouraged to consider themselves as part of a team with their child's teacher. (JD)

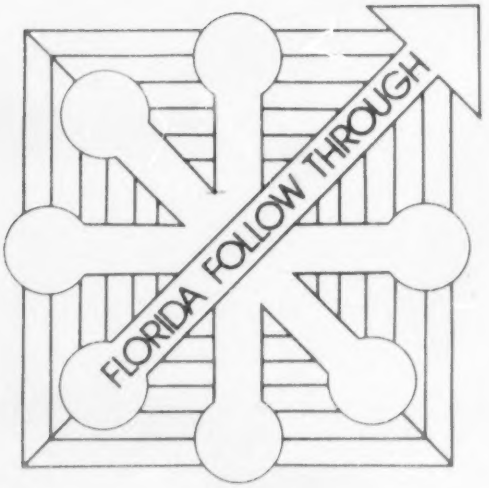
****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED141361

DESIRABLE TEACHING BEHAVIORS--TASKS AND TASK PLANNING



SP011 256

CONTENTS

	Page
List of Desirable Teaching Behaviors	1
Definitions of Desirable Teaching Behaviors	2
Tips for Using Desirable Teaching Behaviors	3
Advantages of Using Desirable Teaching Behaviors	7
Problems in Using Desirable Teaching Behaviors	9
The Task	11
The Task Format	12
The Task Numbers	12
Task Development Guidelines	13
Teacher/Parent Educator Planning Check List	14
Parent/Parent Educator Session Check List	15
Glossary of Terms	16

The illustrated version of Desirable Teaching Behaviors for Parents was written and illustrated by Mrs. Mary Jordan, Curriculum Assistant on the Follow Through staff at Jacksonville, Florida. The Jacksonville Follow Through project follows Ira Gordon's Parent Education Model in which the ten desirable teaching behaviors play an important role in teacher-learner interactions at all levels.

The Parent Educators, members of the Follow Through staff who spend half of each teaching day in the classroom with children and the other half taking prescribed learning activities into the children's homes where parents are involved in teaching the activities to their children, employ these behaviors and encourage their use by parents.

Tasks are preserved in a task library where they are available for use by parents and parent educators as well as by classroom teachers. Cataloged by subject matter areas, they are an excellent resource for all members of the team.

DESIRABLE TEACHING BEHAVIORS
(DTBs)

1. Before starting the activity, explain what you are going to do.

2. Before starting the activity, give the learners time to familiarize themselves with the task materials.

3. During the activity give the learner time to think about the problem; don't be too quick to help.

4. Get the learner to ask questions.

5. Encourage learners to enlarge upon their answers.

6. Let the learners know when their answers or work is wrong, but do so in a positive or neutral way.

7. Ask questions that have more than one correct answer.

8. Ask questions that require more than one word as an answer.

9. Get the learner to make judgements on the basis of evidence rather than by guessing.

10. Praise learners when they do well or take small steps in the right directions.

What are Desirable Teaching Behaviors?

Desirable teaching behaviors are methods of teaching which provide for clear communication between teacher and learner. They are means for helping a child's mind develop (cognitive growth) and of giving the mind "exercise". Desirable teaching behaviors insure certain ways of thinking, certain ways of responding, and certain ways of behaving.

The "teacher", anyone who is responsible for directing the learning situation, whether classroom teacher, parent educator, parent, or mothering one, can simplify the use of desirable teaching behaviors by asking these questions: What specific desirable teaching behavior(s) will be emphasized? Why and how can it best be fitted for the particular parent and child?

It is not necessary to emphasize all behaviors in any one given learning task. One or more should be selected based on the need that is to be met. Others will often become automatic or fall into place.

The use of desirable teaching behaviors should not be restricted to home tasks, but incorporated into classroom activities as well as field trips and any other teaching/learning situations.

Tips for Using Desirable Teaching Behaviors

Getting the Learner to Ask Questions

Set up situations which will arouse children's curiosity and draw them into asking questions. Say that you want them to find out more about something that you did not tell them or that they do not understand. In other words, prime the learners into asking questions.

It may be necessary to prompt the learners. If children are non-verbal (do not talk readily) or are shy, make up a question related to the task, for example, "What is a set?" Then say to the children, "Repeat after me and ask me a question. Say these words, 'what is a set?'"

Reward the learners for asking questions. Arrange a reinforcement that you feel comfortable using, then reward or give it to the children each time they ask a question. Rewards need not always be of monetary value.

Reverse roles in the task by permitting the children to become the teachers and having them answer any question that you ask.

The "twenty questions" game or questions such as, "What would you ask the President of the United States if you had a chance to talk with the President," are other clues for emphasizing this desirable teaching behavior.

Asking Questions that Have More than One Correct Answer

Permit the learners to offer responses according to their own perceptions and experiences to open-ended questions. Provide more than one way or method of solving problems. Give a number of different possibilities. Let the learner know that alternative answers are possible, invite discussions of different viewpoints, receive all responses with evenness, then allow a selection of the answer which is preferred.

The following are open-ended questions which allows more than one correct answer:

1. How would you build a treehouse?
2. Where would you go if you had $100.00?
3. Name three things that make you happy at school.

4. Tell me what a good person is like.
5. How many different combinations of members can you find that add up to ten?
6. If the school bus broke down, how many different ways can you think of to get to school?

Actively encourage the learners to express what is on their minds and get them to talk about their thoughts as fully as possible. Ask different children to speak to each other then have the listeners tell if they really understood or agreed with what was said by their peers. Sometimes a single question will not provoke a response of more than one word. In this case, follow it with another. Example: (1) "What did you do in school today? Play! What were some of the rules of the games that you played?" (2) "What did you do in school today? Nothing! Well that must have bored you so tell me what kinds of things you would like to do in school that wouldn't be boring."

Encouraging the Learners to Enlarge Upon Their Answers

Show the learners that you are genuinely interested in what they are saying and ask them to tell you more about a particular subject. Be sincere and give them your full attention. Some children are quiet and it is not easy to get them to talk. Often they know more about a question or have thought more about it than we realize. Help them to put their thoughts and feelings into words. Encourage, be patient and give them a chance. Use sentences such as, "That's interesting, tell me more about it.", "How did that make you feel?" "What happened then?" "What could have happened?"

Praising the Learners When They Do Well or Take Small Steps in the Right Direction

There are many ways of praising children: verbal and nonverbal. Sometimes a pat on the back, a smile, or the nod of a head may be enough to let children know they are on the right track. We need not wait until a job is completely done before praising their work. Often if we tell them or let them know that they are doing a good job they will be encouraged to see the job through to the end.

At appropriate times during the task, make the learners aware of how much ground they have covered, thus giving them a sense of accomplishment. Enjoy this accomplishment with them. Be sincere when giving praise and careful not to overdo it.

Letting the Learners Know When Their Answers or Work is Wrong, But Do So In a Positive or Neutral Way

Acceptable standards or criteria must be used to determine if an answer, response, or choice is correct. If the learners' selections do not coincide, then they need to be told. There are many ways of correcting or letting learners know that they are wrong: verbal and non-verbal. The important task, however, is to do so in a manner that will not be frustrating, undermining, confusing, or discouraging to the learner.

Exhibit patience and provide opportunities for learners to perceive and overcome their difficulties. Encourage them to correct their mistakes. Be direct and forthright. Allow them the privilege of disagreeing in order thay they may acquire the certainty of their knowledge.

Getting Learners to Make Judgements on the Basis of Evidence Rather Than By Guessing

Along with the privilege of making choice goes the responsibility of evaluating the choice made. The learner must be encouraged to compare all the elements of a given situation, then make selections based on the evidence, which may be reasoning or fact.

Encourage learners to look and listen so that they may become aware of patterns or relationships that can be used as a basis for their responses. Encourage and regard their attempts to find out why or how something is wrong.

Correct answers or judgements based on evidence rather than be guessing are more easily recognized in areas such as math and science. Nevertheless, random guessing should be discouraged in other areas as well. Examples: the learner may be asked to count out the number of pennies that are needed to make a nickel if "five" is answered. Likewise learners should be required to cite some evidence (reasoning or logic) for their answer to a question such as, "Whey is it dangerous for automobile drivers to ignore a traffic sing?"

Learners should be encouraged to use their own criteria for the correctness of their answers with assistance when necessary.

Giving the Learner Time to Think About the Problem During the Activity and Not Being Too Quick to Help

It is said that "silence is golden", however, the ability to remain silent for an appreciable period of time is perhaps even

more valuable. In order for learners to overcome a given challenge and then formulate an answer they must be given time to think without interference.

Be patient and encourage any other person present to refrain from yelling out the answers. Do not move to the next part of the lesson as soon as one correct answer is given. Check yourself for non-verbal clues such as frowns or deep sighs, that indicate that the learner might be taking too much time to respond. Know how long to wait based on the individuality of the child.

Explaining What You Are Going to do Before Starting the Activity

Give the learner an overview of what is to be done before becoming involved in the task. This provides a "road map" but does not replace the step-by-step instruction which later takes place.

Most learners respond with more success when told beforehand what is expected. They can then attack the problem with understanding or let you know something is not clear.

Giving Learners Time to Familiarize Themselves With the Task Materials Before Starting the Activity

In order for learners to handle materials with freedom and ease they must be allowed to become acquainted with them. Give them permission to look at the materials, touch, taste or smell, if appropriate, as well as listen to the sounds they make. Encourage them tc ask questions about the materials (See DTB #1) and even discuss when necessary their usage and care.

Advantages of Using Desirable Teaching Behaviors

Getting the learner to ask questions enables children to prepare for making their own investigations and discoveries with a clearer understanding. It helps the teacher to better understand the needs and types of needs that have to be met for a particular child. It makes learning a sharing process.

Asking questions that have more than one correct answer broadens and extends the learners' thinking and enables them to see problems from more than one point of view. It stimulates a feeling of success in finding that alternatives are acceptable and that there is more than one way of solving problems.

Asking questions that require more than one word as an answer encourages the learner to speak in sentences. It gives the person directing the activity a better understanding of the learners' intent or response. It stimulates thinking through a problem. For example, if children are asked, "Did you have a good time in school today?" they may simply say yes or no without thinking much about the way the day was spent. The more practice children get in thinking and using language skills the easier it is for them to do well in school and solve problems.

Encouraging learners to enlarge upon their answers helps to get children to say what is on their minds. It also helps find ways to get children to think more deeply about things. It gives learners an opportunity to add to the one word answer which they might have given.

Praising learners when they do well or take small steps in the right direction can help children work harder on a problem and enjoy doing so. Most learners are encouraged when someone pays attention to what they are doing and offers sincere praise for being on the right track.

Letting learners know then their answers or work is wrong, but doing so in a positive or neutral way prevents learners from acquiring knowledge that is inaccurate and at the same time eliminates the fear of making a mistake.

Getting learners to make judgements on the basis of evidence rather than by guessing simplifies problem solving by eliminating possible situations which may not be correct. It encouarges learners to think and refrain from giving a number of responses which they merely hope are acceptable.

Giving the learners time to think during the activity and not being too quick to help encourages the learners to utilize the

problem solving skills which they have already acquired. It enables them to work at their rate of speed while engaging in the discovery process.

Giving the learners time to become familiar with the task materials before starting the activity gives the learners an opportunity to connect the new materials with what they already know. The manipulation of materials then becomes a part of the learning experience.

Explaining what you are going to do before starting the activity shapes the progress of the lesson. Learners who do not understand what is expected of them can hardly perform the task. An introduction also provides an opportunity for the learners to recall previous skills acquired.

Problems in Using Desirable Teaching Behaviors

Getting the learner to ask questions can be most difficult when tasks or lessons are restricted to memorization of facts or definitions. When the person directing the activity becomes annoyed or lacks patience, the learner will feel less inclined to ask questions. Often solutions are so ready-made, finalized, or pre-structured, that learners need only the information which has been provided.

Asking questions that have more than one correct answer as the above behavior, does not coincide with the memorization of facts and definitions or with closed-ended questions. Reinforcing pre-determined "correct" answers and ignoring all other responses limit success. The hardest thing about using this behavior is to think of questions while talking with the children about what they are doing or about something they are interested in doing.

Asking questions that require more than one word as an answer is difficult when children are not encouraged to take their thinking far and when "teachers" allow "hit and run" type answers. Questions that need only yes or no for an answers are to be avoided, however the mistake of getting angry or distrubed when children respond this way should not be made. If children become frightened their minds are taken off of the problem and it becomes harder for them to think.

Encouraging learners to enlarge upon their answers for quiet or shy children could be threatening. It is possible that they would find it difficult to put into words what they are thinking. On the other hand, the very talkative child or attention-craving child might size this as an opportunity to verbalize and stray too far away from this problem at hand.

Praising learners when they do well or take small steps in the right direction when done at the wrong time can be harmful. If the learners' thinking is interrupted, even with praise, their minds might be taken off of the problem. Praise that is not sincere or which is offered when something is being done incorrectly is confusing to the child.

Letting learners know when their answers to work is wrong and doing so in a positive or neutral manner presents a problem if the person directing the activity becomes amazed at mistakes even if an attempt is made to conceal the annoyance. The impatient "teacher" is a hindrance to this teaching behavior.

Problems in Using Desirable Teaching Behaviors
(continued)

Getting the learner to make judgements on the basis of evidence rather than by guessing is difficult for the "teacher" maintained as the only authority on what is right or wrong. If guessing is usually permitted the learner may assume that it is acceptable.

Giving the learner time to think during the activity and not being too quick to help lessens sometimes the enthusiasm of the leader. It also, for some, indicates that the learner must be allowed to struggle or labor over finding a correct answer before being helped.

Giving the learners time to familiarize themselves with the task materials before starting the activity can be boring to the learners if they have already mastered the materials' use. They may become disinterested and lose enthusiasm in the activity.

Explaining what you are going to do before starting the activity can overwhelm or confuse the learner if the explanation is lengthy and covers details that would emerge during the procedure. On the other hand, the explanation that is too brief or unclear also can be misleading.

The Task

The task is a learning activity which is taken into the home by the Parent Educator (P.E.) who has already planned with the teacher and worked with the child in the classroom. It is discussed, demonstrated and practiced, evaluated, and revised if necessary, with the parent. The parent then shares it with the child.

The primary purpose of the task is to foster better communication between parents and children. It is also designed to meet the needs of the children and enable them to function better as individuals. The task is not homework, neither is it an assignment to be hurriedly done at home and taken back to school. Most children, however, enjoy displaying or discussing task results at school, and this is encouraged.

Teachers and P.E.'s, during their planning sessions, decide which task should go to which home, then develop or select the activities and materials.

Task Format and Task Numbers

Why:	The stated purpose of the task, based on the needs of parent and child.
What:	Materials to be used.
How:	The procedure for doing the task.
What then or What else :	Additional activities or extensions of the task.

For identification purposes each task has a four digit number and the names of persons developing the task are listed below it.

At the beginning of the school year each classroom team is assigned a set of numbers to record on the tasks that are developed for children in that particular class. The PAC Task Curriculum Committee and project specialists also have sets of numbers.

Task Development Guidelines

I. Primary Objective: Increase cognitive development, ability to ask questions, to know evidence, manipulate materials, use abstract language, solve concrete problems, organize information.

II. Criteria:

A. Tasks should promote increased achievement motivation for the child.

B. Tasks should provide for continuous thinking of the child.

C. Task should be open-ended.

D. Lower level tasks should enable the child to manipulate real materials. (rocks, leaves, crayons, fruits, vegetables)

E. Intermediate level task should utilize pictures, models, toys, sounds, smell, etc.

F. Tasks should have practical value in the child's life.

G. Tasks should be informal and flexible.

H. Tasks should have an element of surprise for the child.

I. Tasks should be intriguing to the child.

J. Tasks titles should be both descriptive and catchy to the children.

K. Tasks should be an internal part of the curriculum, a process not a product.

L. Tasks should raise the level of self-esteem.

Teacher Parent Educator Planning Check List

Four questions have to be dealt with during the planning session. Stated briefly they are:

1. What child will you be working with? _____
2. What parent will you be working with? _____
3. What task will you be working with? _____
4. What desirable teaching behavior will you be working with?

_____

Will this task fit the:

1. Parent/child communication needs? ☐
2. Child's ability? ☐

Does the task fit the needs and abilities of the parent? ☐

Do you understand the task and how to explain this task to this parent?

☐

Do you know what desirable teaching behavior is going to be emphasized and:

How to explain the DTB to this parent? ☐

Are you able to give examples of how to use this DTB in this task? ☐

How to get the parent to practice this DTB with you? ☐

Parent PE Planning Session Checklist

1. Is it clear how this task will help develop parent/child communication? [ ]

2. Have the two of you practiced the way the task will be explained to the child? [ ]

3. Have the two of you practiced the way the DTB can be used in this task? [ ]

Glossary of Terms

1. Alternative - choice
2. Cognitive growth - development of the mind
3. Emerge - come out of
4. Incorporate - blend into, combine or units
5. Individuality - characteristics; personal traits
6. Manipulate - handle
7. Method - a plan, systematic procedure, or technique
8. Monetary value - related to coins or currency
9. Mothering one - one who cares for, protects, or serves in the capacity of a mother
10. Non-verbal child - one who does not talk readily
11. Open-ended question - ones for which more than one correct answer or conclusion exists
12. Perception - awareness
13. Pre-determined - decided beforehand
14. Procedure - a particular way of doing something
15. Reinforce - to strengthen by additional assistance, material, or support
16. Revise - to make new, amend, or improve
17. Reward - something that is given or offered in return for some service or attainment
18. Stimulate - to excite to activity
19. Task - an assigned piece to work
20. Teacher - one who directs a learning activity
21. Technique - method of accomplishing a desired aim
22. Verbalize - to express something in words

DESIRABLE TEACHING BEHAVIORS FOR PARENTS

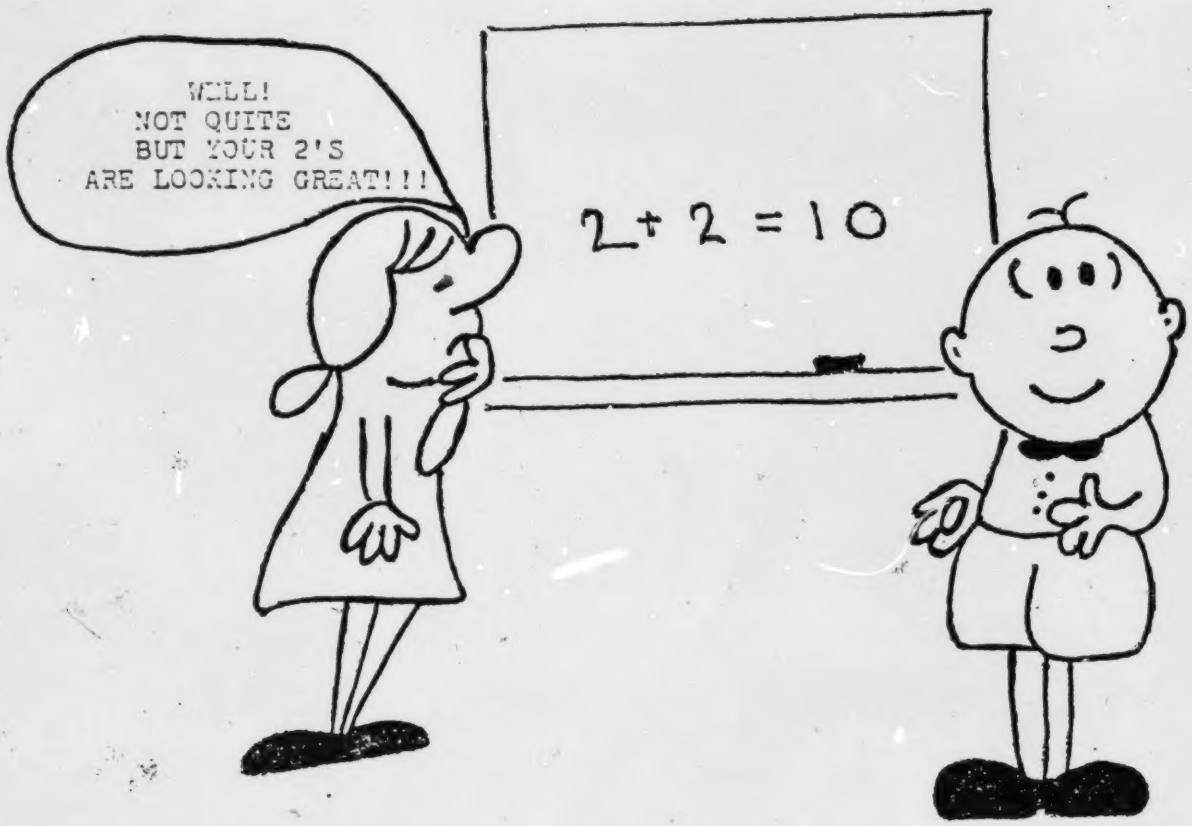
Using these rules as your guide will make you a better teacher and your child a better learner.

Before starting a task:

Give your child time to become familiar with the task materials. (2)

Explain to your child what you are going to do. (1)

Give your child time to think about what you are asking him or what you are asking him to do. (3)



DESIRABLE TEACHING BEHAVIORS FOR PARENTS

During the learning activity:

Reward your child's efforts with praise, a smile, or a hug. (10)

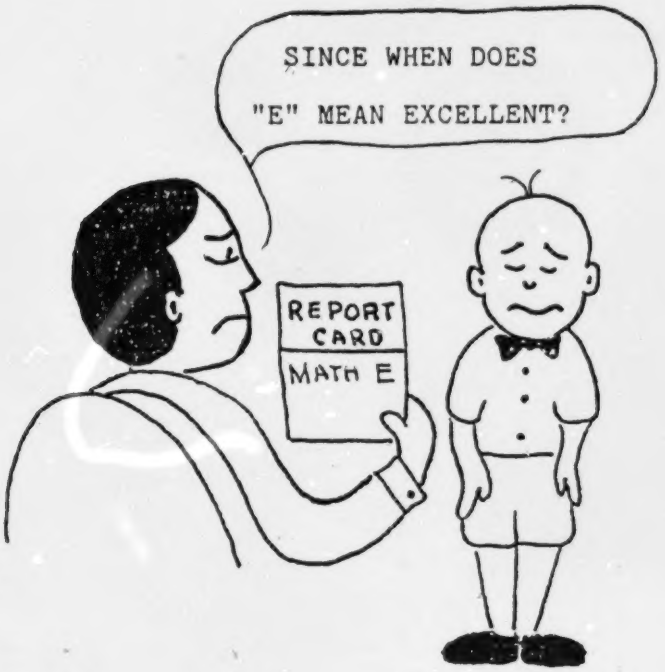
When a child is wrong let him know, but do it in a way that will not discourage him. Be positive but be gentle. (6)

DESIRABLE TEACHING BEHAVIORS FOR PARENTS

Always look for ways to:

Get your child to ask questions. Curiosity should be encouraged. This is how children find out about their world. (4)

23



DESIRABLE TEACHING BEHAVIORS FOR PARENTS

Always look for ways to:

Ask your child questions that have more than one correct answer. This will give him the courage to answer without being afraid of being wrong and make him aware that there is more than one way to solve a problem. (7)

Ask questions that require more than one word to answer and encourage him to enlarge upon his answer. This will promote good speech habits as well as show that you are interested in what your child has to say. (8) & (5)

Provide opportunities for your child to give answers that are not guesses, but are given because he has looked at the evidence and thought about the reason for his answer. (9)